

Christian Heritage School 5101 South 1050 West Riverdale, Utah 84405

April 23-24, 2008





Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

THE REPORT OF THE VISITING TEAM REVIEWING

Christian Heritage School 5101 South 1050 West Riverdale, UT 84405

April 23-24, 2008

UTAH STATE OFFICE OF EDUCATION

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State Superintendent of Public Instruction

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TABLE OF CONTENTS

Foreword	ii
Utah State Board of Education	iii
Christian Heritage School Board of Education and Administration	1
Christian Heritage School Administration and Staff	2
School Mission Statement, Belief Statements, and DRSLs	3
Members of the Visiting Team	5
Visiting Team Report	6
Chapter 1: School Profile	6
Suggested Areas for Further Inquiry	7
Chapter 2: Northwest Association of Accredited Schools (NAAS)	
Teaching and Learning Standards	8
Mission, Beliefs and Desired Results for Student Learning (DRSLs)	8
Curriculum	9
Instruction	10
Assessment	12
Chapter 3: NAAS Support Standards	13
Leadership and Organization	13
School Services	15
Facilities and Finances	15
Chapter 4: NAAS School Improvement Standard	15
Chapter 5: Community Building	17
Chapter 6: Major Commendations and Recommendations of the Visiting Team	18

FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 23-24, 2008, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Christian Heritage School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principals Mike Hoff and Lisa Erwin is also commended.

The staff and administration are congratulated for their desire for excellence at Christian Heritage School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Christian Heritage School.

Patti Harrington, Ed.D. State Superintendent of Public Instruction

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CHRISTIAN HERITAGE SCHOOL

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School Administration

Mike Hoff	Secondary Principal
Lisa Erwin	Elementary Principal

Counseling

Gwen Roeda	Counselor
Suzy Hinsley	Counselor

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Stephen Henry	Jon Pavlack	

CHRISTIAN HERITAGE SCHOOL

MISSION STATEMENT

Christian Heritage School exists to provide a distinctly biblical, Christian education in partnership with families and local churches. Our goal is to equip and nurture students to fulfill their spiritual, academic, social, artistic, and physical gifts to positively impact the world for Jesus Christ.

BELIEF STATEMENTS

- 1. Student learning is the chief priority of the school, with the understanding that God is the source of all truth.
- 2. Students are encouraged to reflect the image of God in their moral, intellectual, and spiritual capacities, develop a Christian perspective, and gain understanding of God's purpose for their lives.
- 3. Curriculum and instructional practices provide a program of academic excellence, which incorporates a variety of learning styles.
- 4. Students are encouraged to think creatively and critically in order to maximize their individual God-given gifts and talents.
- 5. The responsibility for educational success depends on a partnership between parents, teachers, and staff, with accountability to God.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

- 1. Moral and spiritual development/ethics DRSL
 - Shows a commitment to following Christ as Lord by displaying knowledge and application of biblical truths
 - Reveals a willingness to share their faith by using spiritual gifts for serving God
 - Becomes a person of integrity, humility, and shows respect for others by not plagiarizing, cheating, or copying during a test or assignment; humility by showing good sportsmanship, neither complaining nor boasting; and respect for others by how they treat those in authority and peers
- 2. Lifelong learning and complex thinking DRSL
 - Thinks critically and creatively to solve problems
 - Displays information and computer technology skills
 - Performs at the academic level of their capability
 - Desires to continue learning by preparing for further education

- 3. Communication skills DRSL
 - Takes a stand logically by expressing own point of view clearly Student has had coursework in a least one foreign language

 - Writes and reads effectively

Date of visit: April 23-24, 2008

MEMBERS OF THE VISITING TEAM

Edy McGee, Butler Elementary School, Jordan District, Visiting Team Chairperson

Kathleen Hood, Kearns-St. Ann School, Diocese of Salt Lake City

Karla Porter, Roy High School, Weber School District

Joanne Fraser, Scott M. Matheson Junior High School, Granite School District

VISITING TEAM REPORT

CHRISTIAN HERITAGE SCHOOL

CHAPTER 1: SCHOOL PROFILE

Christian Heritage School is a nondenominational Christian school that "exists to provide a distinctly biblical, Christian education in partnership with families and local churches." Its "goal is to equip and nurture students to fulfill their spiritual, academic, social, artistic, and physical gifts to positively impact the world for Jesus Christ."

The Christian Heritage Schools Association (CHSA) began in May 1991. Several families within the Ogden area shared a dream of a Christian school that would set a standard for excellence. These families envisioned a school that would provide quality education, teach and integrate biblical values, create a safe and positive environment, and recruit teachers who would serve as positive role models. Such a school would be dedicated to complete student development. The families' vision was summarized in the school's mission statement: "To provide a standard of academic excellence in education and to develop a biblical worldview, giving students a foundation in Jesus Christ."

On March 19, 1995, ground was broken for the school. The following September, 167 entered the school. Until 2005, Christian Heritage School experienced continuous grown. However, since that time, the enrollment has declined by approximately 100 students.

Because tuition is not adequate to totally finance the operation of the school, Christian Heritage School has an active development office that seeks donations of money and volunteers.

The curriculum of Christian Heritage School is based on Bible principles and the State Core Curriculum. The curriculum also has a strong character development component, and includes extracurricular activities to provide a well-balanced educational experience for its students.

a) What significant findings were revealed by the school's analysis of its profile?

Several findings were revealed in the school's analysis of its profile. One finding is that the enrollment of the school is in a four-year decline. When asked about this trend, the administrators indicated that there are a number of factors responsible. Among those factors are the deployments at Hill Air Force Base that take families from the school to other locations, the economic downturn of the country, and the increase of charter schools in the area. Another finding is that during the period from 2002 to 2007, SAT Math and Reading scores declined, as did scores on several of the subtests of the Stanford 10.

b) What modifications to the school profile should the school consider for the future?

The Visiting Team recommends that the test data be disaggregated by gender, ethnicity, grade level, socioeconomic level, religion, etc., so that it can be determined who is learning and who is not learning. Once the disaggregated data is analyzed, the administrators and faculty can collaborate to identify ways to increase academic performance. Additionally, the data needs to be explained in narrative form so Christian Heritage School and the Visiting Team understand who is learning, what is impeding or promoting learning at the school, and what adjustments need to be made.

The Christian Heritage School profile includes data from surveys administered to parents, faculty, and staff; however, only a portion of the results were included in the profile. Additionally, the profile did not contain information about the scoring of the surveys, nor did it contain a copy of the actual survey. The Visiting Team recommends that a more detailed explanation about the surveys and a copy of the actual instrument be included.

The profile included information about Christian Heritage School's Biblical curriculum, its character development curriculum, and its extracurricular activities. However, it did not address the academic curriculum. This area needs to be addressed in depth.

Although the Visiting Team found information about the staff in other documents while on site, it would have been helpful to have had a section in the Profile that listed the teachers, grade and subject taught, experience, and education.

c) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?

The Visiting Team feels confident that Christian Heritage School knows its strengths and limitations; however, because Christian Heritage School is just beginning to understand the self-study process, the school did not include a statement of its strengths and limitations in the document.

Suggested Areas for Further Inquiry:

- Disaggregate data by gender, ethnicity, grade level, socioeconomic level, religion, etc., so that it is easier to identify who is learning and who is not.
- In addition to the graphic representation of the data, include a narrative about the data. The narrative should be specific and address the issues of student learning—specifically, who is and who is not learning and why.

 Learn more about the new accreditation process. One way to do this is to have several individuals from both the elementary and the secondary schools become members of an accreditation team.

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

Mission, Beliefs and Desired Results for Student Learning (DRSLs):

a) To what degree were the school's mission statement, beliefs, and DRSLs developed and/or revised collaboratively by the school community to define a compelling purpose and vision for the school and to support student achievement?

Evidence is present to indicate that Christian Heritage School utilized a consensus-building process that involved teachers, principals, and the administrator in defining the school's mission and belief statements. However, the process also provided a limited role for other stakeholders such as parents, students, and community members. The Visiting Team recommends that both the elementary and secondary schools develop unique mission and belief statements that support each school's implementation of its statement of faith/policy. These statements need to be developed collaboratively using input from all stakeholders. The Visiting Team also recommends that Christian Heritage School develop strategies for infusing the mission statement, belief statements, and DRSLs into classroom instruction. These documents need to be prominently displayed in all areas of the school.

b) To what extent do the school's mission and beliefs align to support the school's DRSLs?

The mission and belief statements are commendable; however, the Visiting Team found the DRSLs to be general and extensive. While there is an understanding of the specific goals for student learning, and the school's mission and belief statements align with them, the same alignment does not exist with the DRSLs.

The Visiting Team recommends that Christian Heritage School systematically align, teach, and implement the DRSLs in their curriculum and instruction. School improvement efforts need to be narrowed in order to focus on two or three areas of the DRSLs to ensure overall student success.

c) Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs.

Discussion with various stakeholders showed limited understanding of the definition and role of the DRSLs in the accreditation process. Because of this lack of understanding, specific indicators have not been defined to assess the school's progress. The Visiting Team recommends that stakeholders revisit the DRSLs in order to increase understanding and define measurable goals to monitor student achievement of the DRSLs.

d) To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?

The Christian Heritage School mission and belief statements address the commitment of the administrator, principals, teachers, and staff to support student achievement and success. The Visiting Team found strong evidence of the mission statement and belief statements in the practice of the school. Although teachers and students could not verbalize these statements, they permeated the way they spoke about their school, faculty, and learning. It appears that Christian Heritage School is at an initial point in the discussion of the DRSLs. The Visiting Team recommends that these areas be revisited and refined to reflect the school's vision for student learning.

Curriculum:

a) To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?

The curriculum at Christian Heritage School is based on the Utah Core Curriculum and on the standards and guidelines from the Association of Christian Schools International (ACSI). A Bible curriculum is taught at all grade levels, and biblical principles are integrated into all classes. The administration and faculty were not aware of the booklet, *Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success*, but after learning about it from the Visiting Team, they plan to begin using it next school year.

b) To what extent does the curriculum engage **all** students in inquiry, problem-solving, and higher-order thinking skills?

The curriculum effectively engages students in inquiry, problem-solving, and higher-order thinking skills. The faculty and administration, however, realize the necessity of an ongoing process for curriculum review. They have included two curriculum goals in their action plan:

1. Establish a formal curriculum review process to be used in the evaluation of current materials and the future adoption of textbooks.

- 2. Add more elective courses to the secondary class schedule to enhance overall educational opportunities for all levels of students.
- c) To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?

The teaching staff works very well together and is highly interested in continuously improving the curriculum. Its members meet regularly as an entire staff, in departments, and in grade levels to address curriculum issues. However, because the school only began in 1995 and this is the first time the staff is using the new accreditation process, most staff members were unsure how to proceed with the DRSLs. Because there are currently so many DRSLs, making it difficult to focus on improvement, the Visiting Team recommends reducing the number of DRSLs and displaying them in all classrooms.

d) How does the staff use assessments to drive curriculum to ensure that **all** students can reach the intended learning outcomes?

The staff at Christian Heritage School uses assessments to ensure that students reach intended learning outcomes. The SAT 10 is given in grades 3, 5, 8, and 11. The results are analyzed, discussed, published and used to address content areas for needed improvement. Formative and summative assessments are used. The staff uses projects, tests, cooperative learning assignments, homework, oral and written reports, games, etc. to assess student understanding and growth. However, the administration and faculty see assessment as an area for continued focus, and plans have been made to have staff workshops next year dealing specifically with effective assessments.

Instruction:

To what extent do teachers use a variety of instructional strategies to enhance student learning?

The teachers at Christian Heritage School incorporate a large variety of instructional strategies in the classroom. Teachers have become proficient in using tactile strategies such as four corners, learning stations, and jigsaw activities. Technology was present in classrooms with teacher and student PowerPoint presentations, video clips to introduce discussion topics, and Excel spreadsheets to record student research. Student interaction is encouraged with think-pair-share, peer tutoring, and individual white boards for student responses.

b) To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?

The teachers and principals at Christian Heritage School are beginning to understand the power of DRSLs in their instruction; however, at this time, they have not developed any strategies for instruction that explicitly teach the identified DRSLs in every classroom.

c) To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers to develop and improve their instructional strategies that support student learning?

The elementary school has adopted the Spalding Reading Program, and the faculty has received training on implementing this program and monitoring student progress. The school has collaborated with other neighboring private schools to provide whole staff professional development in classroom management and other academic subjects. To their credit, many teachers on staff have personally paid for the cost of additional professional development experiences, and the school has covered the cost of substitute teachers.

d) To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?

All teachers at Christian Heritage School are either properly licensed or teach with a letter of authorization, with the understanding that the license requirements will be completed or the teacher dismissed at the end of the authorization period.

Many of the secondary teachers are highly qualified to teach their subjects not only at the basic level of instruction, but also at the AP level. Teachers demonstrated willingness to research current instructional practices and incorporate these into their teaching. Reflecting upon their practice is a new concept fostered by the accreditation process. Teachers expressed a positive response to the reflection they have done, and plan to continue the practice individually and collaboratively.

e) To what extent does the school effectively implement a well-defined plan for the integration of technology into its curriculum, instruction, and assessments?

Christian Heritage School has very limited financial resources to implement additional technology into the classroom. While teachers are currently using technology for instruction and some product development in the high school, the Visiting Team did not observe technology being used for assessment. The school does have a technology program for recording grades and discipline referrals.

Assessment:

a) To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?

The teachers at Christian Heritage School use the Stanford Achievement test for grades 3, 5, 8, and 11.

Secondary students may also take the ACT and SAT tests. At present, the school does not have school-wide assessments with performance-based standards. The teachers do have a variety of assessments that are used in the classroom to track student progress. The Visiting Team recommends that the faculty develop benchmark indicators and appropriate uniform assessments.

b) To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?

The teachers at Christian Heritage School meet to discuss the expectations of student achievement across grade levels and to determine skills needed for the next grade level. Data is currently recorded in cumulative folders for the elementary students. No evidence was found to indicate that the school has a system to access school-wide and individual progress in achieving academic expectations.

c) To what extent does the professional staff use data to assess the success of the school in achieving its academic expectations?

The professional staff uses some assessment tools to determine the reading and spelling levels of incoming elementary students. It was not evident in the accreditation report that the school regularly collects or disaggregates data on individual students to assess the achievement of academic expectations. The Visiting Team recommends that the staff collaborate in articulating what the standards of achievement and the assessments will be. This will allow teachers to collect the needed data for analysis.

d) To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?

Christian Heritage School provides weekly Wednesday afternoon collaboration time for all elementary teachers and monthly Wednesday planning time for the secondary teachers. The principals are very supportive of giving the teachers not only time to collaborate, but also in providing information and materials to make that collaboration successful.

e) To what extent is there organizational agreement on the use of a school-wide scoring tool to assess the identified DRSL?

At the present time, no such organizational agreement or scoring tool exists.

CHAPTER 3: NAAS SUPPORT STANDARDS

Leadership and Organization:

a) To what extent does the school leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?

The Visiting Team commends Christian Heritage School for creating and fostering an academic learning climate that actively supports teaching and learning. The school leadership team uses several strategies to accomplish this. Hiring teachers who are supportive of the mission of the school is one important way the leadership team promotes quality instruction and fosters a climate conducive to teaching and learning. Also, as the Visiting Team interviewed various stakeholders, all praised the leadership team. The leadership team does an excellent job of communicating with the faculty. Teachers indicated that the team listens to them, that they have an open door policy, and that they are organized and supportive. Furthermore, the teachers reported that the administration takes the time to talk to and work with the students. Additionally, the leadership team supports student learning by initiating incentive programs to encourage students to achieve.

Another way the leadership team promotes quality instruction is by allowing time for the teachers to collaborate. Each Wednesday, the elementary school has early dismissal. On the first Wednesday of the month, the secondary school has early dismissal. Teachers are able to collaborate with their peers during this time. Although Christian Heritage School is a small, private school without the support of a district behind it, it still provides professional development opportunities to its teachers by sending them to conferences with the understanding that the information gleaned at the conference will be shared with other faculty members. Additionally, outside presenters are brought in from nearby school districts and universities to help the faculty develop skills they need. For example, Christian Heritage School has recently had professional development on how to create child study teams so that the school can more appropriately meet the needs of its students. At the high school, teachers and departments are encouraged to engage in cross-curricular activities. No department is isolated.

Another way the leadership team supports the teachers is by requiring that teachers perform a curriculum review in which they look at what they are

teaching, compare it to the core, and make adjustments as needed. This curriculum review cycle is done at least once every five years for each subject.

Finally, the teachers report that they feel the leadership team supports them and is there to help them make a difference in the lives of their students.

b) To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?

At the end of each year, student data is reviewed. The data is analyzed and decisions are made based on that analysis. Additionally, under the direction of the leadership team, the elementary school uses vertical teaming to discuss the needs of its students. Disaggregating the data will help to make the data easier to analyze and use for decision making.

c) To what extent does the leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?

As a private school, the administrator, working under the direction of the board of directors, has full stewardship over the management of the organization, operations, and allocation and use of resources. Christian Heritage School has limited resources and is always looking for more funds. However, the administrator, board of directors, and principals are committed to providing what is needed to ensure that the students have an excellent education in a safe environment and supports the vision and goals of the school. The Visiting Team commends these individuals for their dedication to the school. Furthermore, the school leadership team allows teachers to be resources for each other.

d) To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?

The leadership at Christian Heritage School empowers the school community by encouraging parents to become involved. Christian Heritage School teachers report that they have many volunteers in their classrooms. Additionally, there is an active parent organization, the PTF (Parents, Teachers, and Families), that supports curricular and extracurricular activities. Christian Heritage School requires parents to do volunteer hours, thus involving all parents. Teachers and parents alike said that there is an open door policy at Christian Heritage School; they can discuss with the principals or the administrator any concerns that they may have. Also, the school has a system in place to change policy if necessary.

The leadership team does not micro-manage every aspect of the teaching and learning that takes place. Instead, they are positive, well organized and make certain that the teachers are well informed and on track. They shelter the teachers so that they can teach.

e) To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?

The Visiting Team commends Christian Heritage School for the family atmosphere it has created. This atmosphere is enhanced by having small class sizes and by using small groups within the classroom. All teachers and staff members know all of the students. They know who they are and what they do. The relationships established at one grade level extend beyond that grade when the student moves on. Students feel that all the adults in the school are there for each one of them. The Visiting Team learned that in addition to a formal accountability for students there is an informal one as well. For example, if an adult sees a child who seems sad or upset, the adult will stop and talk to the child and then provide help as needed. Furthermore, there will be a full-time counselor available next year for the secondary school. This will add one more adult who will know the students well and will be able to assist the students in achieving the school-wide expectations for student learning.

School Services:

This standard is dealt with in the school's NAAS Annual Report, which requires specific responses and information regarding student support services, guidance services, health services, library information services, special education services, and family and community services.

Facilities and Finances:

This standard is addressed in the school's annual report to NAAS, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

a) To what extent has the school developed and implemented a comprehensive school improvement plan using Collaborating for Student Achievement, the Utah

accreditation/school improvement process that is reviewed and revised on an ongoing basis?

The Visiting Team commends Christian Heritage School for its determination and dedication to student learning and school improvement. The faculty, administrator, principals, and staff members regularly meet to discuss the direction of the school. However, Christian Heritage School is in its infancy regarding the accreditation process, and the Visiting Team recommends all stakeholders review and become acquainted in depth with the accreditation process. The Visiting Team is certain that when all staff members understand the process, the school will be able to develop a comprehensive plan that will follow the accreditation guidelines extensively.

b) To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?

Christian Heritage School clearly has a commitment to professional development. The staff has been involved individually and collectively in a variety of staff development based on their own unique needs and desires. The Visiting Team recommends that the entire staff identify the school-wide needs for staff development and that these efforts become more focused on the DRSLs. Once the staff understands the philosophy of the accreditation process, they will understand how easily they can align professional development strategies to incorporate the plan and goals of the school.

c) To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, school-wide and system-wide?

The action plan should reflect the mission and belief statements of the school and should be a strategic approach to accomplishing the DRSLs and addressing the critical areas of follow-up, as determined by the school through the accreditation process. The Visiting Team commends Christian Heritage School for the fine work that is being accomplished toward these ends; however, the action plan is not in alignment with the other areas of focus. Since the DRSLs should shape the action plan, the Visiting Team recommends that Christian Heritage School revisit the DRSLs and align the plan.

d) To what extent does the school create conditions that support productive change and continuous improvement?

It is evident that the school administrator and principals support opportunities for individual and collective development. The Visiting Team saw evidence that Christian Heritage School provides a positive and rich culture for both students and teachers to improve and grow. There is overwhelming evidence that the

administrator and the principals create a climate for continuous improvement of instructional design and curricula. The Visiting Team is confident that improvement efforts at Christian Heritage School will be ongoing.

CHAPTER 5: COMMUNITY BUILDING

a) To what extent does the school foster community building and working relationships within the school?

Christian Heritage School definitely fosters community building and working relationships within the school. The Visiting Team commends Christian Heritage School for the sense of community that exists among the staff, students, and parents. This is a real strength of Christian Heritage School. All stakeholders are actively engaged in working together to maintain high standards and to improve their school. There is a true sense of camaraderie, and an excitement on the part of students, staff, and parents to be affiliated with Christian Heritage School.

b) To what extent does the school extend the school community through collaborative networks that support student learning?

Christian Heritage School reaches out to parents and families to actively engage them in the life of the school and the learning of its students. Parents serve in a variety of ways and express positive views on the effectiveness of the school in the lives of their children. They are involved in the Parents, Teachers, and Families (PTF) organization, which is a support system for the faculty, staff, students, and families. Families also volunteer in fundraising efforts and in many daily routines at Christian Heritage School—for instance, reading with students, copying materials, helping with lunch, etc.

Christian Heritage School also involves members of the wider community, inviting them to support school functions and student learning through active involvement in the school or in its fundraising efforts. Members of the community visit classes, share their expertise, and involve the students in community service.

c) To what extent has the school engaged the school community in a collaborative self-study process on behalf of students?

Christian Heritage School engaged the faculty and staff in the self-study process, with minimal input from other members of the school community. Some students and parents did complete surveys, which provided useful information, but they were not involved as members of working committees. However, the input from the surveys provided a catalyst for change, and many improvements are scheduled for next year.

d) How are results of school improvement identified, documented, used, and communicated to **all** stakeholders?

Christian Heritage School used the self-study process to identify areas for school improvement and have incorporated many of those into its action plan. For instance, next year the school will increase annual SAT testing to include all grade levels. Furthermore, training will be provided for all faculty members in the use of assessment tools, and two days next year will be used to focus on current educational trends and best instructional practices. Additionally, the school will provide additional time for departmental meetings to coordinate curricula and assess student progress. Parents will be encouraged to attend training seminars on the effective use of the school's new communication system, School Dynamics.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Christian Heritage School for the nurturing, positive climate that it has established to support student learning and growth.
- The Visiting Team commends Christian Heritage School for its unity of purpose and spirit of collaboration.
- The Visiting Team commends all Christian Heritage School stakeholders for bringing to fruition the vision of the school.
- The Visiting Team commends the leadership, faculty, and staff of Christian Heritage School for their personal and collective commitment to continuous improvement.
- The Visiting Team applauds the teachers at Christian Heritage School for their complete commitment to provide excellent educational opportunities for their students.
- The Visiting Team commends the administrator of Christian Heritage School for his dedication to and vision for the school.
- The Visiting Team commends the elementary and secondary principals of Christian Heritage School for their commitment to student learning, their nurturing of faculty and staff, and their responsiveness to the community.

Recommendations:

- The Visiting Team recommends that Christian Heritage School disaggregate student achievement data by ethnicity, gender, grade level, socioeconomic level, religion, etc. to determine who is and who is not learning.
- The Visiting Team recommends that Christian Heritage School use disaggregated data to analyze what instructional strategies and modifications need to be used to increase student achievement.
- The Visiting Team recommends that both the elementary and secondary schools develop unique mission and belief statements that support each school's implementation of its statement of faith/policy. These statements need to be developed collaboratively using input from all stakeholders (e.g., parents, faculty, students, and staff).
- The Visiting Team recommends that Christian Heritage School develop strategies for infusing the mission statement, belief statements, and DRLS into classroom instruction. These documents need to be prominently displayed in all areas of the school.
- The Visiting Team recommends that Christian Heritage School systematically align, teach, and implement the DRLS in the school's curriculum and instruction.
- The Visiting Team recommends that Christian Heritage School continue to pursue licensure for all teachers and principals.
- The Visiting Team recommends that Christian Heritage School follow the accreditation guidelines for department analyses and focus groups.
- The Visiting Team recommends that Christian Heritage School receive a copy of the document *Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success* (available at the USOE website), and then regularly incorporate those ideas into the curriculum.